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Agricultural Education



Albert Sosebee of Georgia, Early American Farmer

(See Editorial Comment)

*"We have a native craving for the beautiful, but untutored
this craving leads only to the crude decorations and
unbecoming conduct characteristic of the savage," —
William Carl Ruediger.*

EDITORIAL COMMENT

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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CONFERENCE ON RELATION OF VOCATIONAL EDUCATION IN AGRICULTURE TO SOME ECONOMIC AND SOCIAL ADJUSTMENTS AFFECTING AGRICULTURE

DR. George F. Zook, U. S. Commissioner of Education, asked representatives of agricultural education from different states to come to Washington for the week of May 14-19, to meet with representatives of the New Deal programs relating to agriculture. At this conference the representatives of the different phases of the national recovery program presented and discussed the aims and objectives of their particular phase of the program. The educational group assembled attempted to indicate rather specifically how teachers of vocational agriculture may include the economic and social facts of these programs into the instruction they offer for all-day, part-time, and evening groups. The report of this conference is being printed and parts of it will probably be in your hands before you read these lines. Every teacher of vocational agriculture should take advantage of the opportunity to use this material in his classes. Not to do so should mark the teacher as out of step with the times. The agriculture teacher must be acquainted with these developments if he is to occupy a position of leadership.

WHAT PRICE SUCCESS

DURING recent times we have observed many retrenchments in all types of educational activities. In certain respects vocational agriculture has been no exception to the general rule. Teachers' salaries have been greatly reduced, various phases of the work have been curtailed, and in some instances entire programs have been eliminated. However, when comparisons are made between vocational agriculture and other educational activities in respect to net losses and gains during recent years, representatives of agricultural education have reason to be encouraged.

One may rightfully ask, why have vocational agriculture departments come through three or four years of educational retrenchment reasonably intact? What are the factors which contribute to the permanency and to the success of a vocational agriculture department? Why have some departments failed even in good times, and why have others successfully withheld the close analysis of school critics and the rigors of the depression?

There are many factors which contribute to the final and net results of a vocational agriculture program. Some are outside the realm of influence of the agriculture department. The writer, however, is inclined to believe that there are two major factors which usually have more to do with the

ultimate success of a department than all others. Fortunately these can be largely controlled by the agriculture teacher himself.

The first of these factors may be expressed in the statement that the agriculture teacher must "make good" as a member of the high school faculty. This must be true in the complete meaning of the term. The agriculture teacher must not only be a good classroom instructor from every pedagogical viewpoint, but he must also maintain the correct professional relationships with each and every member of the school faculty. A successful vocational agriculture department is one where good teaching is a regular occurrence, where the development of efficient rural citizenship is an objective, and where friendly, sympathetic, and co-operative relationships exist with the remainder of the school. In other words, the vocational agriculture department must be an integral part of the school system and not an isolated institution with "special" privileges. Observations reveal that these are apparently important elements which constitute the first factor of success.

The second major factor which enters into the success of a vocational agriculture program consists of the sum total of the many agriculture departmental activities which take place outside the classroom. It is here that vocational agriculture differs most when compared with other phases of the school system. By the very nature of his work, the vocational agriculture teacher has a second great responsibility not ordinarily experienced by other teachers. Likewise, this is an opportunity. In addition to being an efficient classroom teacher, the agriculture instructor must also maintain a practical, broad, and well-planned program of supervised farm practice and follow-up work with his all-day, part-time, and evening school students. It is the result of the agriculture teacher's work outside the school by which many people judge his department.

Summer is a time when the agriculture teacher should carefully budget his time for self improvement, recreation, and work. It is during the summer months that the agriculture teacher has the greatest opportunity of directing the practical application of many principles for which he has stood during the school year. This is the season when the work of the agriculture teacher and the influence of his department largely travels the "second mile" necessary for success. This is a season for rewarding of effort. It is a time when people of the local communities will say of the agriculture teachers "by their fruits ye shall know them."—F. E. M.

OUR COVER

ALBERT Sosebee of Epworth, Georgia was one of the first to receive the "Georgia Planter Degree," in 1928. He represented the Georgia Association of F. F. A. at the Annual Congress held at Kansas City in 1929, at which he was among the 29 boys to receive the "American Farmer Degree" and a gold key. He was a junior in high school at the time.

Sosebee grew up on a mountain farm in North Georgia, working with his father. When 14 years old, he started to earn and save money to secure a farm for himself. He rented land and bought calves, growing out beef cattle which he marketed when finished. He also grew and marketed such truck crops as cabbage, potatoes, and beans. In 1927 he entered Epworth Seminary high school and took vocational agriculture. During his study of agriculture, he succeeded with his projects and finished paying for an 80-acre farm at a cost of \$500. As an ambitious future farmer Sosebee responded to scientific instruction in agriculture and was soon carrying out a balanced farm program. His farm proves to be a profitable demonstration, for many farmers of the surrounding communities come to observe and to talk about the improved methods of crop production, and return to their farms to practice these methods.

In 1929 a state "three-acre corn contest" was organized
(Continued on page 15)



Professional



Some of Tom Ford's Philosophy

ARICULTURAL education in Pennsylvania some months ago learned with deep concern of Thomas C. Y. Ford's partial physical incapacity resulting from an injury received while supervising projects. And from time to time with gratification it has learned that Tom's recovery seems sure, although so slow as to be somewhat discouraging to all but Tom.

But here is a teacher who has risen above adversity on other occasions. Any teacher who has attained the distinction of Tom must have done so; otherwise he would have remained in relative obscurity.

Some of Tom's philosophy we are privileged to reproduce in the paragraphs to follow. This series of advisory themes was written primarily for the guidance of David R. McClay upon the latter's entrance into teaching at the beginning of the term in the Trinity high school.

A bit of Tom's philosophy is revealed in these lines from his letter of transmittal addressed to Mr. McClay:

"I do not claim that they are the last word in teaching, but do believe they will serve you in getting off to the right start in a new community. The articles are not theory taken from a textbook, but a few things I learned which served me to good advantage."

Teachers Classified

Teachers of vocational agriculture can be divided into three classes:

1. Those doing a good job of teaching and a fair amount of community service, and who take an active part in the program set up by the state department.
2. Those doing a good job of teaching, and building a record for community service. They measure their success by the amount of service (chiefly among adults) done during the year.
3. Those doing just enough work to hold their positions or who are satisfied to hold positions for a short time before going to a new community.

A man can go into a community, and (unless he follows a strong man) manage to hold his position year after year even though he belongs to Class 3. This is because many communities have never had an outstanding man; such communities expect no more than the average, and in many cases never obtain even that.

Class 2 teachers gain a strong following among the older people of the community. Their work deserves the fullest respect from the other men in the field. Their only weakness is that they too often confine their work to the com-

Tom Ford's picture appeared in the April 1933 issue of this magazine. He had then lain paralyzed in the hospital since August. We present this article, believing that it will be helpful to experienced as well as to beginning teachers.

munity, making no effort to take part in state activities.

Any man entering vocational agriculture should try to become a teacher of Class 1 rating. The salary paid to a teacher of agriculture is made possible by the program set up by the state and federal agencies. To do less than give full support to the program is unfair; it is taking money for work not accomplished.

An effort has been made, and will be made again, to reduce or remove appropriation for work in vocational agriculture. Whether such an effort is successful depends upon the success of the state and national programs. The efforts of an individual will not have much weight, unless such efforts are strong enough to demand recognition outside of the community.

Some activities sponsored by the state and deserving of full support are: Project standards; state project contest; the Future Farmers of America; demonstration contest; public speaking contest; F. F. A. week and the judging events; the State Farm Show; A. V. A.; P. V. A.; the annual conference, and meetings of the Keystone Association, Future Farmers of America. To give such support does not mean that service to the community in the form of work among the adults must be sacrificed. A teacher may continue to teach the farmer, for example, to cull the flock rather than do the work for him from year to year.

Professional Attitude Toward the Principal

Friction between the high school principal and the teacher of agriculture, infrequent, is brought about in most cases by the teacher of agriculture. There are two common causes of friction, and either, with a little tact on the part of the teacher can be settled satisfactorily.

A teacher of agriculture, even though he be of average ability, can secure a strong following among the people of the community. The nature of his work permits him to know the people better than one whose work is chiefly confined to the school plant. The church, the Grange, and other community organizations, anxious to secure a college-trained man, will support a man willing to work. This support, unless viewed from the right angle, too often causes the teacher to overrate his own ability as a school-

man. This often leads to a desire to supersede the principal of the school, and of course will cause friction. The solution is this: Teaching vocational agriculture is a full-time job; the salary therefore approaches that paid the principal, and unless there is a desire to leave the field of vocational agriculture, it is a mistake to make a move to secure the position of principal. Teachers of agriculture have had an unwritten code which makes it unethical to "cut the throat" of another agriculture teacher. This ethic should hold true with other positions in education.

The principal, because it is a part of his work, should know what is taking place in each department of the school. Teachers of agriculture too often, either because they feel the principal has not been trained to understand the work in agriculture or because of their lack of an understanding of the work of the principal, do not make an attempt to discuss their work with the principal. The following will illustrate: A teacher made plans to take his class on a field trip. This trip required the boys to be away from school for half of a day, and was to take them 30 miles from the school. The first the principal heard of the proposed trip was when, attracted by the noise of the boys' preparing to leave the school, he investigated the cause of the disturbance. The trip was canceled. This caused friction because the teacher became angry and talked too much outside of the school. A new man was teaching agriculture the following year. The trouble started because the teacher failed to appreciate the work required to administer a school, and made no attempt to cooperate. It was a teaching failure and deserved a reprimand.

Cooperate if you want cooperation. Work with, and not against, your principal. Success in your department leads to a stronger school. And, unless you do your work on a "cut-throat" basis, most principals will give their full support in making the school a better agency for education.

Relations with the Board of Education

It is difficult to advise a new teacher in his relations with the board of education. The type of member of the board will vary from time to time, and will vary as communities vary. You will have to depend on the board members for advances in salary and for a new contract, and must convince them that you are doing a worth while piece of work. I believe the best way to maintain their support is through work well done, the use of newspaper stories, and a proper contact through the principal with the board.

Board members do not receive pay

for their work, and if I were a member of a school board I would hesitate at retaining any teacher making a point of coming to me with every little event that happened in the school. To me it would be an indication of weakness or of "an axe to grind." In the first place, the principal should be and is the contact man with the board of education. Secondly, the time of any person capable of serving as a director is too valuable to be taken up by petty actions on the part of the teachers. Then, too, a teacher's running to one particular director with troubles will cause the other members to question his ability.

Directors deserve, and should have, courteous consideration on the part of every teacher. This does not require, however, that a teacher "fuss" around them every time they come in sight. To me, such action is disgusting and leads to a doubt of the teacher's ability.

Proper contact, especially in vocational agriculture, is desired. Contact to be proper must be conducted in a manner which will stand inspection by other members of the board or by other members of the faculty. It is best to make your contacts through the principal; he has been hired by the board for that purpose, among other purposes. If your problem is one which needs the attention of the directors, you will find the principal willing to aid you in presenting the problem. For example: You desire to take a group of boys to the Farm Show. The first step is to get the reaction of the principal. Questions will arise: Will the boys be excused from other classes? Does the trip conflict with the time for final examinations? Can proper arrangements be made? These are problems of the administrative division of the school. Then if there is a question of appearing before the board, the principal should be the one to propose such action. The poorest method of handling the problem would be to go to a director you believe to be one of the strongest men on the board and discuss the matter with him with the idea of having him present the problem at the meeting of the board.

The Importance of Discipline

Agriculture teachers are too prone to offer excuses for poor discipline. The excuse given, more than any other, is that the work differs from academic work to such an extent that one should not attempt to maintain the same discipline. The work differs, but the fundamental reasons for discipline remain the same. There is no justifiable excuse for: A constant interruption of work by boys' leaving the room; more than one boy out of the room at a time; lack of attention; noise during supervised study; or any of the other common faults.

The best test a teacher can make to determine if the discipline maintained measures up to a good standard is a very simple one. Compare the discipline of the room during a visit from the principal, or any visitor, with that which is average for the classroom. There should be no difference. The fact that a teacher demands better order when there are visitors in the room is an admission on his part that he knows

his average classroom discipline is poor. If he knows his discipline is poor, and makes no effort to correct the fault, then it is a safe indication that his entire program is weak.

The statement that "you can fool all the people some of the time" does not hold true with a group of high school boys; they can't be fooled. That is the reason it is so important to demand order and attention from the start. Any weakness of the teacher at the start attracts the attention of the boys, and they are quick to make use of it to their own advantage. The longer a weakness remains, the harder it is to correct.

There are teachers who make the mistake of thinking that, because they are new in the community, they must win the boys to them by being accepted as a "good fellow." It is necessary to win their respect, but the methods used in winning their respect are not to be confused with those used in being taken for a "good fellow."

There is another important angle to discipline. Parents form their opinions of teachers from the talk of their children. It is necessary for the teacher of agriculture to work with these parents. It will not aid a teacher's work to have reports go into the home concerning the lack of discipline in the school.

Visit any teacher having the respect of the pupils, and you will find a classroom where work is being done, not one filled with noise and lack of purpose.

Maintain a Publicity Program

A teacher of agriculture starting work in a new community should form a contact with the editor of the local paper at once. The editor can, and should be, one of the best supporters of the work in the community. Whether this support is given depends almost entirely on the teacher.

Newspapers in small towns or villages build their circulation about news of local people. People like to see their names in print. Vocational agriculture presents an opportunity to use the names of many of the boys in the community. A good story for the newspaper gives the teacher a chance to keep his work before the public and aids him in gaining higher recognition by the people in the community.

Few teachers of vocational agriculture have been trained to write stories for newspapers. There are several good books which can be secured, but one of the best aids is to file clippings. Make a scrap book of stories which have appeared in print (stories which you think are well written—you can trust your judgment) and use them as guides in preparing your own. The Manual for the Future Farmers of America offers valuable hints in preparing a good story.

Use a typewriter, and double space lines to allow for change or correction by the editor. If the story is mailed to the newspaper, make sure you have signed it. Whenever possible, go directly to the editorial rooms with your work; this will permit you to form a friendship with the editor. It must be remembered though that the editor has work to do: do not attempt to take too much of his time. Make a point of giving the story to the editor rather than to a

clerk; better space will be given the article if the editor gives it his approval. This advice may not be possible to follow in all large newspaper plants, but very few plants which serve teachers of agriculture are large.

A well-written story will not direct all of the attention to the name of the teacher; it should be a story about the boys or the work of an individual boy. Give them the advantage of the story.

Field Trips are Teaching Devices

Field trips are a valuable aid in teaching agriculture, but the teacher must have certain things in mind if the true worth of the trip is to be realized. There are too many field trips that do not measure up to good teaching standards, chiefly because attention has not been given to two common bases: discipline and plans.

The teacher and the boys should plan the trip, and have a definite knowledge of what is to be learned, before leaving the school building. The fact that the farmer is courteous enough to give of his time demands a courtesy of the highest order from the group. In addition to being courteous to the farmer, it is also necessary to maintain discipline, in order to accomplish the purpose of the trip. It would be far better to forego a field trip than to have one with poor discipline.

The following method of arranging a field trip will illustrate a type of poor planning that is too frequent: The day is such that it would be much nicer outside. The teacher doesn't have a field trip planned, but a boy suggests that it would be nice to make a trip. This suggestion is taken up by the other boys in the class. One boy reports that they have a good field of wheat, a fine orchard, or a profitable dairy, and that the class could visit his farm. Transportation is arranged, and the boys are soon leaving the school. There are no plans, and as a usual thing such a field trip is just another lark for the boys. As poor as the idea is, it would be much better to take the group to the athletic field and have a game of baseball. The boys would at least know why they were going to the athletic field, and a bad impression would not be created in the community.

The following things are to be guarded against on field trips: Noise when leaving or entering the school building; reckless driving; crowding into automobiles; smoking, swearing, and stealing (very often fruit); damage to property; and lack of attention while the farmer is making an explanation. Field trips require a greater skill on the part of the teacher than does classroom work.

"WE ARE not sent into this world to do anything into which we can not put our hearts. We have certain work to do for our bread, and this is to be done strenuously; other work to do for our delight, and that is to be done heartily; neither is to be done by halves or shifts, but with a will; and what is not worth this effort is not to be done at all."—Ruskin, John.

"Don't fail to follow throughout your life, the latest results of research in your particular field."

Are Judging Abilities Being Measured Efficiently?

LYMAN E. JACKSON, Department of Agricultural Education, The Ohio State University

IS the making of judgments pertaining to qualitative and quantitative differences in agricultural products a valid objective for a portion of our instructional program in vocational agriculture? Farmers seem to have to make many such judgments—selecting corn for seed; grading fruit; retaining a gilt for breeding; and so on, time and again. We may assume an affirmative answer to this general question. Three thought-provoking questions may be raised when we question the efficiency of instruction in judgment making.

First—Is our training in the development of judgment making abilities in accord with the needs of the life situations confronting our students?

Second—What is the validity of our measures of the abilities to make judgments?

Third—What is the reliability of our measures of these abilities?

It may be pointed out that much of our training in the ability to judge agricultural products and livestock culminates in a multitude of contests, varying from those of a small size, used with a group of local high school or grade students, to the state and national contests. The questions of this article are not concerned with the value of contests per se but are raised in connection with the fundamental processes in judgment making which, perchance, become a part of the contest procedures.

Objectives of Training for Making Judgments

Have we studied carefully the objectives of our training in judgment making? Have we used life situations as criteria in evaluating our objectives? In dairy judging, for example, are we inclined to spend most of our time judging aged cows, especially when we are quite sure that aged cows may be used in the state contest? Here is indicated the influence of the contest idea. Teachers easily become more concerned with meeting the requirements of contests than in meeting the educational needs of their students. Judging aged dairy cows is open to serious questioning from the standpoint of life situations. Instead, so much depends upon selecting the right type of heifer calves or heifers for replacement purposes and upon the selection of young bulls for herd improvement. In swine should we judge aged stock or spend more time with young stock? Should we confine our judging to breed characteristics and type alone or concern ourselves with additional factors? Is it the ability to place ten-ear samples of corn from a show standpoint or the ability to cull individual ears of corn for seed purposes that is the desired outcome? Should poultry be judged from the standpoint of production or according to the "Standard of Perfection?"

These are but a few questions to suggest that a new appraisal should be

made concerning the direction of our endeavors in training students in the abilities to judge agricultural products. Have we allowed the contest idea to assume major importance? Are the actual objectives of our contests in accord with the life needs confronting the participants?

Validity of Our Measurements of Making Judgments

We need to think clearly and precisely in the realm of what we think our measuring devices really measure. If our measures actually measure what they purport to measure, then they are valid. Validity involves objectives in that a valid measure is one which is actually a measure of the avowed objective. Are we inclined to assume, for instance, that a measure of the ability to judge aged dairy cows is a valid measure of the ability to judge aged bulls or young male and female dairy stock? What is the proof of the relationship? We should make our assumptions apply to very specific or narrow situations and generalize only in the light of proof for wider assumptions.

Our procedures in measurement may be invalidated by the use of wrong standards or the improper application of standards. For example, in judging poultry, it has been rather common to use the measurements of anatomical characters as an index of egg production, but Waters,¹ in reporting a recent investigation, says, "Efforts to predict egg production by measurements of anatomical characters gave only negative results." Investigations relative to yields from seed corn indicate that no particular relationship exists between yield and shape of ear, or condition of tips and yield. Are we certain that the ability to judge dairy type in Holsteins is highly correlated with the ability to judge dairy type in Jerseys, Ayrshires, or Brown Swiss?

Great care needs to be exercised in formulating objectives which serve to indicate exactly the functions to be measured. Validity should not be carelessly assumed through an unjustifiable extent of application or through an inappropriate use of seemingly applicable standards.

Reliability of Measures of Making Judgments

At the Ohio State University College of Agriculture 50 college students under the same instructor placed two rings of six fat cattle after judging some similar rings in practice work. If, in this case the measurement of the ability to judge is reliable, predictions based upon the performance in judging one of the rings may be made as to the expected performance in judging the other ring. For those unacquainted with sta-

tistical procedures it may be said that the index of such an existing relationship or reliability is the coefficient of correlation. A coefficient of correlation of 1.00 would indicate perfect reliability or the possibility of making exact predictions. The coefficient of correlation between the judging of the two rings of fat cattle was .11. Such a relationship indicated that no reasonable predictions could be made. With such results the score of an individual student upon a given ring cannot be taken as an index of his ability in judging such rings. Composite scores from the results of judging ten such rings would not give a reliable index of the judging ability of an individual.

It was found in the Ohio state high school contest that the coefficient of correlation between the results of judging two rings of aged dairy cows and the results from judging two other rings of aged dairy cows was .356. At this rate it would take a composite score from about twenty rings of dairy cows in order to insure a reasonable degree of reliability. In judging poultry, about the same results were secured, as the reliability coefficient was .384.

An investigation of the reliability of present methods indicates that other investigations need to be made with a view to determining measures which are more reliable. What are the possibilities?

Questions Pertaining to Our Customary Procedures

The common type of card used by teachers of vocational agriculture in instruction and in contests in which students compete is similar to the cards used in the national contests. Generally speaking, four representative units of a certain class of agricultural products, such as grain, livestock, poultry, constitute a ring to be judged. The contestant is usually called upon to place the units in an order of quality for each of four or five points of comparison and then to give a final placing of the ring. In scoring, the score obtained from the placings upon the points of comparison counts 50 per cent, and the score upon the final placing 50 per cent. In determining the values given for a specific placing, a table of values for all possible combinations of four is used. Let us consider some questions relative to this typical procedure.

1. Why are rings practically always made up of four units? What would be the effect upon reliability if more units were used in a ring?
2. The present form of card assumes that each point of comparison is of equal weight or value. Should such an assumption be made?
3. It has been arbitrarily decided that the score obtained from the combined placings on points of comparisons should count 50 per cent, and the score obtained from the final placing 50 per cent. Can this

1. Waters, Nelson F., 1927: The Relationship Between Body Measurements and Egg Production in Single Comb White Leghorn. *Poultry Science*, VI, 4, pp. 167-173.

weighting be justified?

4. The marking system is based upon the assumption that equal differences in value exist between the placing of the units in a ring on any given point of comparison and in the final placing. What would the difference be if a system were used which recognized judgments of actual or recognized differences?
5. By using the customary tables of values for grading, a greater penalty is inflicted for switching the top pair of a ring than the bottom pair. Do we have any evidence that this is the correct procedure?
6. What is the effect upon reliability of using one official judge to set the standard?
7. The custom of using four units in a ring often means that the rings are not difficult enough to differentiate between the abilities of the contestants. What is the effect of such a condition?
8. It is customary to mark each ring, regardless of its difficulty, upon an arbitrary basis of 0 to 100. The scores from several rings are combined simply by adding the raw scores. By using such a system the scores from easy rings count far more than the scores from difficult rings, or in other words various rings may have an unequal weighting in determining the composite score. Is this desirable? The same principle operates as between items upon a given judging card.
9. What system would provide a more refined measure than that afforded by indicating differences by use of ranks?

Does it not appear that we have spent more time in devising simple ways and means of administering our measuring devices than we have in studying and developing the primary function of the procedures?

The author hopes that some of the questions about measuring judgments may be investigated. The questions need to be answered primarily because of their relationship to some of our fundamental educational procedures and secondarily as a means of improving our contests.

In the College of Agriculture of the Ohio State University a co-operative project between the departments of Animal Husbandry and Agricultural Education is being carried on with the hope of answering some of the questions presented. Procedures are being tried with a class of freshman students under the direction of Professor J. C. Coffey. A determination of reliable procedures is our first objective. If it is possible to develop reliable measures of whatever is being measured at the present time, then relationships and factors of validity may be determined later.

Editor: Surely many readers have questioned judging procedure and contests. In some states valuable time and much money is spent, leaving our contests and those in 4-H Club work as seriously open to the criticism of commercialism as school and college athletics. Rings of livestock are judged where four animals are so much like peas in a pod that the experts and specialists can't agree. Students who have never

Quotations from Noted Educators Clarifying the Place of Vocational Education in the Secondary School

C. L. Angerer, assistant supervisor of agricultural education in Missouri, is responsible for compiling these quotations. In his explanatory statement he says: "In the past much has been said about the place of vocational education in the secondary school. Heretofore too much emphasis has been given the worthy, but rather inadequate slogan, 'Earn While You Learn.' My purpose, in compiling these quotations from leading educators, is to give instructors in vocational agriculture a comprehensive view of the opinions of these educators and to show the importance of the place given vocational education in curriculum building."

E. N. FERRISS, *Secondary Education in Country and Village*, D. Appleton and Company

"Equal educational opportunities do not necessarily mean identical opportunity."

Page 41. **SUMMARY OF PRESENT STATUS**—All available data indicate that the requirements for graduation from rural and village high schools are, in the main, in terms of subjects required for entrance to higher institutions of learning rather than in terms of educational materials offering the training making for intelligent participating school pupils in the significant activities of the general, social, civic, and occupational life of today.

Page 43. From whatever angle one approaches the question of programs of studies and curriculums in small high schools he is driven to but one conclusion—they are as a whole formal and traditional. The smaller the school the more formal, the more traditional they are.

Page 43. Whatever may be the philosophy accepted in theory in the small high school, practice is still following in large measure the shadow of formal discipline through the study of a group of favored, time-honored subjects. Although the development of means of communication, of industrial arts, commerce, agriculture, and their handmaiden science has multiplied and revolutionized the intellectual, economic, and vocational activities of men; although the responsibilities and rights of citizenship have become the possessions of

judged sheep or some other farm product win a state contest. We have contests in the same old things because they are easy to conduct. We seem to lack the courage and the intelligence to develop contests which deal with more worthwhile activities and activities which reflect our vocational instruction. Can the special coaching of three boys for a state contest be justified by anything except publicity? But can that justify the use of the taxpayer's money? Professor Jackson and Ohio State are to be congratulated on their scientific attack on judging activities. He has asked for and is entitled to hear of other investigations and any attempts to improve such activities with which any of us are acquainted. Won't you write him? —E. C. M.

all; and although modern psychology points out clearly the great differences existing among human beings in abilities, aptitudes, and interests, and emphasizes the specific nature of learning, we continue to give major emphasis in our small high schools to subject-matter materials related in no direct or vital way to the most significant activities of life today as they will be engaged in by the vast majority.

Page 44. The specific educational objectives of each school will need to be determined in large part at least by the conditions under which it operates and by the needs of its pupils and the community which it serves.

Page 53. The psychology of learning today supports the use of educational materials related definitely to the activities of the learner and of the society in which he lives. This clarifies the problem of secondary education by indicating the need of definite goals or objectives determined on the basis of life activities and the selection and ordering of subject matter for the attainment of those objectives definitely related to the significant activities of modern life.

Page 53. Sociology is analyzing more and more clearly human activities and the standards and ideals which control them. It is also showing the differences existing among the activities, standards, and ideals of different groups of individuals, social, economic, occupational, etc., and the need from the standpoint of education of recognizing those differences. Psychology has pointed out differences in capacity, aptitudes, and interests, with regard to different individuals. Both show the necessity of analyzing life activities preliminary to setting up educational objectives.

Page 62. The secondary school is not responsible for maintaining the existing status of its community but for improving that status where desirable. It should supplement, enrich, and frequently correct the activities, standards, and ideals of a community. It must build, however, upon things as they are.

Page 72. Except at the two extremes the differences between the activities and interests of the adolescent and those of the adult are mainly matters of degree. In major part the secondary-school pupil's activities and interests are intimately allied, not foreign, to those of adult life. If the experiences gained in the school reflect the activities and interests about him and are promoted through problems and materials and, according to standards, adapted to his capacity and experience background, he will grow or develop normally. He will be participating in life while he is being fitted for entering efficiently into the responsibilities of adult life.

Page 72. To work effectively toward individual and social efficiency, those in charge of the secondary school must understand both the individual to be educated and his environment. They must analyze the pupil's abilities, interests, purposes, and activities as an

adolescent and, at the same time, the contemporary activities of adults, forecasting as far as possible, by the observation and study of tendencies, the probable activities of the near future.

Page 77. For pupils not going beyond the secondary school or any administrative unit of secondary education it should offer opportunities for vocational training as varied as the facilities of the school and the numbers and vocational purposes of such pupils make practicable.

Page 78. Training in thinking is undoubtedly most likely to carry over when the thinking in school is in connection with questions and problems most typical of life.

Pages 100-101. It is a fairly well established principle in vocational curriculums that the content of the core and closely related subjects should reflect in a specific way the vocational activities and needs of the community.

Page 118. *LIFE ACTIVITIES AS A GUIDE*—The viewpoint that the educational activities of the school should be based upon the activities of society clarifies the problem of subject matter and at the same time indicates difficulties. It clarifies the problem by showing the source of educational objectives and thus indicates more or less definitely the instructional materials to be used. It points out the difficulties by showing the necessity of possessing facts not only with regard to human activities and their characteristics but with regard to their status in particular communities and regions. It shows clearly the necessity of knowing the differences in the demands made upon individuals in different economic, civic, sociability, and vocational groups. It holds forth the promise that, as the analysis of human activities proceeds and as definite educational objectives are set up as goals to be attained, the values of units of subject matter can be determined with increasing accuracy.

Page 134. *THE UTILIZATION OF COMMUNITY RESOURCES*—In the past, the secondary school, particularly the small school, has made but very little use of the educational materials to be found in the community. This has probably been due in part to the disciplinary, almost monastical theory of education removed from the turmoil of life. At any rate, the educational activities of the small high school have only in a minor way, if at all, linked up either the school's physical or social environment. In recent years a tendency towards the utilization of community sources has had a beginning. Types of vocational training, particularly agriculture and home-making, have found a place in the larger rural and village high schools. In agriculture especially, the instructional materials have in a large measure been either those afforded by the community or those closely related to local resources.

Pages 185-186. Where there is need, as determined by what pupils do after leaving school either before or after graduation, vocational curriculums or courses should be offered to meet this need. This should apply, to be sure, only to vocations for which training in the

school can be effectively and economically given. The small senior high school is limited in the number of vocational curriculums and courses it can offer. Ordinarily they should be those representing the major occupations of the community, unless the occupations entered by pupils indicate otherwise. The vocational content of these curriculums and courses should be selected with reference to the actual needs as indicated by the demands made upon the individual for the successful performance of his occupational activities.

Page 186. Many administrators of high schools regard the vocational curriculum as a shunting place for pupils who are unsuccessful in academic work. On the other hand, many vocational instructors point with pride to the fact that their standards are higher than those obtaining in the academic subjects. Both of these views are undoubtedly wrong. The responsibility of the school is to guide each pupil so far as possible into the work for which he is best adapted but it should not use coercion. The pupil should make his own selection. The more efficient the school's system of guidance the more intelligently he will be able to choose. Whatever his choice, if in earnest, he should find work in school that he can pursue profitably. The standards of the vocational work should be based upon the abilities of the pupils pursuing it and the requirements for success in the vocation, and not upon the standards for other pupil groups enrolled in other curriculums.

Page 187. *OPPORTUNITIES FOR PART-TIME PUPILS*—In the organization of its program of studies the senior high school should make it possible for pupils who can attend school but part of the day or the year to carry courses of value to them.

Page 361. The primary responsibility of the secondary school is the education of youth. This must include all youth. Whatever extensions it undertakes must not interfere with this purpose. However, for the country as a whole, at the present time, approximately only one out of three of the children of secondary-school age are regularly enrolled in high schools.

Pages 362-363. *LIBERAL EDUCATION FOR THE ADULT*—The development of vocational courses in the small high school represents only one aspect of the educational service it should ultimately render the adults of the community. As the small high school bases all its work more and more directly upon life activities, as it undoubtedly should, it will be in a position to render a wider service to the adult population.

Page 372. *FARMING AS A VOCATION*. As a vocation farming demands for its successful pursuit a wider knowledge, more initiative, resourcefulness, and adaptability than is required of the average successful worker in most other fields. The farmer faces not only the uncertain problems of markets and transportation, but the more uncontrollable elements of weather, rainfall, and insect pests. Usually he is not only

a laborer, but a capitalist as well. He must possess both managerial ability and technical skill. With the narrowing margin between production and consumption, the world looks to him not only to preserve the productivity of the soil entrusted to him, but to improve its fertility. He must be both a business man and a practical scientist; his work has become a profession. His calling requires special training as well as a long apprenticeship for mastering the diversity of technical skills. "To be a scientific farmer requires an education comparable in breadth and thoroughness with that of the engineer or the physician, and probably much more thorough than that of the lawyer or the preacher." (T. N. Carver)

Alexander Inglis, *Principles of Secondary Education* Houghton Mifflin Company

Chapter IX.

The triple aims of secondary education are: The social-civic, the economic-vocational, and the individualistic-occupational. Under the first are included those phases of secondary education designed primarily to prepare the individual for his responsibilities as a co-operating member of society; under the second, for his duties as a producer, and under the third, for his development as a personality and for his utilization of leisure.

Page 363. It is imperative that the school should in some degree provide for equivalent preparation for the vocation.

Page 364. The implications for education of changes in the vocation and in industry are perhaps primarily conceived with the need for recognition of the importance of vocational education and direction in the work of the school.

Page 367. The aim of secondary education, therefore, as of any department of education, must be interpreted in terms of the activities in which individuals may be expected normally to participate.

T. H. Briggs, "What Next in Secondary Education."

School Review, Vol. 30, pp. 521-532.

The primary purpose of the school is to teach its pupils to do better the desirable things that they are most likely to do anyway.

Proceedings of North Central Association of Colleges and Secondary Schools (1920)

Page 28. The aim of education as stated by the Committee on the Reorganization of Secondary Education is "to develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society towards even nobler ends." As the seven objectives for the secondary school in following this aim the committee sets up (1) health, (2) citizenship, (3) command of the fundamental processes, (4) worthy home membership, (5) worthy use of leisure, (6) vocations, and (7) ethical character.

F. Bonser, *The Elementary School Curriculum*.

The curriculum justifies itself in the
(Continued on page 15)



Supervised Practice



The Supervised Farming Program The Alpha and Omega of Vocational Education in Agriculture in Virginia

T. V. DOWNING, District Supervisor, Agricultural Education, Ivor, Virginia



T. V. Downing

WE have heard much of "home projects" and "supervised farm practice" ever since the Smith-Hughes Act was passed in 1917. Boys studying agriculture have been required to carry a project, often several projects; to devote a stipulated number of hours to their supervised practice; and to show a labor income of a certain minimum as a standard. The teacher of agriculture was supposed to survey his community and then build up a 4-year teaching program that would best serve the needs of the community. This necessitated dropping the old scheme of farm crops one year, animal husbandry another year, and so on. The teaching program for the year came to look something like the following, for a cotton farming area:

Agriculture First Year		
Cotton	20	days
Corn	20	"
Poultry	40	"
Home cow	20	"
Home garden	20	"
Farm shop	30	"
Home projects	20	"
Exams, etc.	10	"
Total	180	"

Teaching Calendar

The next step was for the teacher to set up his yearly teaching calendar, showing the jobs to be taught each month. This calendar generally looked like this:

September, 1933 Teaching Calendar (15 days)

Enterprise	Days Allowed	
Cotton	3	Selecting seed cotton.
	2	Harvesting cotton.
Home projects	2	Project program requirements.
	2	Deciding on home projects to carry.
Miscellaneous	1	Project records.
	2	Working on exhibit for fair.

In this scheme, the teacher's attention was directed to his teaching calen-

We have made much lip service to supervised farm practice. Actually, we have lacked in courage to make the supervised farming the backbone of our instruction in vocational agriculture. We have taught agricultural subject matter, and the supervised farming has remained an appendage required by the National Vocational Act. Several years ago a state-wide attempt was begun in Virginia to strengthen supervised farm practice through emphasis on careful, detailed planning which lead to four-year programs of farmer training for each individual student. Group instruction seemed to become inadequate to meet the variations in the individual farmer-training programs. Mr. T. V. Downing, District Supervisor of Eastern Virginia, and his instructors have developed and employed successfully for over two years the scheme he describes here. It is working so successfully that a majority of Virginia instructors have voluntarily adopted it in part or whole . . . E C. M.

dar. He was supposed, of course, to fit this calendar to the boys' home projects as far as possible. Most of his work with the boys' home projects, however, was taken care of in the special time allowed for home projects, generally 20 to 40 days a year. During this time, the boy was supposed to set up his annual program, transfer his records, and plan his farm jobs and other duties necessitated by his own farming program. In actual practice the work on the supervised practice program was poorly related to the classroom instruction.

The Calendar A Poor Compromise Between The Needs of the Individual Students

In following the scheme just described, the teacher tried to get each boy to make some application of each job taught in class, either on his supervised home work, or on the boy's home farm. The burden of getting the students to "do the job" at home fell upon the teacher. If he happened to be a good "motivator" and methodical in follow-up, some of the boys probably followed the improved practice recommended. Even with the best of teachers, it is doubtful if as many as 25 per cent of the practices decided upon in class were followed out properly. The teacher was mostly concerned with motivating the job, holding a spirited discussion, getting the job properly analyzed on the board, and, finally, having each boy copy the information, worked up on the blackboard by the class, into a student note book. The analysis in fact had one or two faults. It was either too general and applied to no particular situation, or if specific it applied to only one situation and was quite unsuited to the other personal situations represented by

the class members.

The teacher's objective here was to teach concerning certain improvable practices so well that the boys would employ these practices at home. The emphasis was upon the "practices" and not on the boy. Instead of teaching "boys," he was teaching "improvable practices." The boy was a means toward the end. This kind of teaching missed the objective, which should have been that of developing the boy's ability to think for himself and to study how he could best meet his own farming problems in his supervised farm practice program.

Again, it was estimated by a group of agriculture teachers in Eastern Virginia that the individual boys did not have an immediate need for three-fourths of the jobs taught in class through group instruction. Three-fourths of the actual situations confronting each boy were not considered in class at the time the boy had most need for the information and was vitally interested. This affected the efficiency of instruction materially.

During the fall of 1929, Dr. Walter S. Newman, State Supervisor of Agricultural Education, made a study of the kind of farming now being done by former agriculture students then farming. While his study showed that young farmers in Virginia were benefited by their course in agriculture and that they were making a larger labor income than boys who had not studied agriculture, the difference was not as great as some workers had expected. The agriculture teachers in Eastern Virginia felt that the difference would have been considerably greater if the supervised farm practice program had been more carefully planned and studied. Too many of these boys had carried a program of supervised farm practice much like the following:

1st Year	2nd Year
1 acre cotton	1 acre corn
2 acres peanuts	2 acres peanuts
3rd Year	4th Year
1 brood sow	2 acres corn
2 acres peanuts	2 acres peanuts

In the past, such a program met the requirements of Virginia each year or came close to it. Assuming that the boy followed each enterprise through as it should have been, he only received training in cotton, corn, peanuts, and swine. Many other enterprises of importance were neglected, including poultry, dairy cows, home garden, pasture, cover crops, soybeans, hay crops, and home ground improvement, unless

we consider the class discussions as constituting "training." Evidently discussions did not function adequately as training. At least the individual plans were so meager and general that no one else could have determined just how the boy expected to farm.

A Movement for Better Supervised Farm Practice

Realizing the opportunity for improving the efficiency of their classroom instruction, several of the teachers of agriculture held a meeting at Courtland, Virginia, in February, 1931 to consider the situation. Their conclusions follow:

First, each boy should determine the type of farming he proposes to follow on leaving school and the enterprises needed therein to form a proper balance for that type.

Second, the type of farming should be the objective in outlining a 4-year training program by each student.

Third, each boy should outline a 4-year training program of supervised farm practice which would give training in all of the enterprises and activities essential to the type of farming selected.

Fourth, the grade of each boy in agriculture should be based entirely upon his supervised practice program.

Fifth, each teacher of agriculture should have a standard (or pattern) of 4-year training program for the type of farming, to serve as a means of checking the farmer-training program of the individual student as he plans it.

It was realized by all the teachers of agriculture that the boy's supervised farm practice program was the key to the whole situation. If the boy had a real program in which he was interested, which he created, and therefore which he understood, and which his parents appreciated, the problem of effective teaching would be far better assured. All the teacher had to do was to help and to guide the boy in studying each situation with which he was confronted.

Here is a sample of the standard 4-year training program which the teachers of agriculture in Isle of Wight County used as a guide in helping and directing the boys in setting up their training programs. Each boy changed his program to fit the type of farming he had selected. The substitutions he made were supposed to be equal in value to the enterprise in the model program for which he substituted. The model program or pattern was not a fixed thing, but was used somewhat as a standard as to scope, emphasis, and reality in farming.

A Suggested Standard Program for Isle of Wight

First Year

100 baby chicks.....	300 points
2 acres corn and beans....	200 "
1 acre peanuts.....	200 "
Home garden.....	150 "
Farm shop.....	150 "
Total	1,000 points

Second Year

25 hens for layers.....	150 points
200 baby chicks.....	150 "
1 gilt.....	200 "
3 acres corn and beans....	100 "
1 acre peanuts.....	100 "

Home garden.....	100 points	March	Separating cockerels and market-ing	20 points
Home orchard.....	50 "		Keeping records 15 "	
Farm shop.....	150 "		Building laying house	40 "
Total	1,000 points		Caring for pullets	10 "
			Total.....	300 points

The boy with this scheme understands that if he plans each job in his program properly and carries out each plan perfectly, he will get 800 points, 1000 points, 1100 points, or better. These points or scores in turn would determine the grade he would secure on his agriculture of the year.

The third and fourth-year programs were worked in the same way, giving more credit for farm management jobs which the boy planned to carry as a part of his program. With the above exception, the teachers of agriculture follow the procedure of securing good planning of the 4-year training program as outlined by H. W. Sanders in V. P. I. Dept. Mimeo. No. 22 July, 1932.

The Boy's Study Calendar

After the 4-year training program and supervised practice program for the year have been settled, the boy now formulates a "Study Calendar for the year. To do this the boy first analyzes the enterprises into jobs. He then distributes the jobs seasonally for study. Finally, the "points" allotted to each enterprise must be distributed to the various jobs listed for study according to their difficulty and importance. The results for a baby chick enterprise are shown:

100 Baby Chicks, 300 Points		
December	Selecting breed of chicks to raise	30 points
	Estimating costs and returns....	15 "
January	Securing chicks.	30 "
	Building brooder house	40 "
	Securing brooder equipment	15 "
February	Getting brooder house in shape..	15 "
	Securing food for chicks	20 "
	Caring for chicks 40 "	
	Controlling diseases and insects	10 "

The same procedure is followed for the other enterprises, including farm shop and home garden. The final product is the study calendar. Many jobs will not need study. Time will permit of but a limited number. Four to six jobs seem to be the more common number per month. The calendar is commonly more ambitious than time will permit. The first-year student requires all of September and October to develop his 4-year training program. The other students revise their programs annually.

The calendar of study and work, a part of which is shown for W. R. Johnson, is carried on through next October, 1934, or whenever the records would be closed. From the above it will be seen that this young man can get a total of 1,080 points if he plans and carries out all jobs perfectly. This study calendar is copied into the boy's record book, and used by him as a guide or check in planning his projects. The teacher of agriculture also has a copy of each boy's "study and working calendar," for his guidance in helping the boy plan and carry out his jobs. (Some teachers make a composite calendar for two weeks or a month, showing jobs to be begun and names of boys for each job. In that way they can group the boys somewhat in getting them started on new jobs.—Editor.)

As soon as the boy plans a job completely, he is given a grade, which grade is entered on the teacher's records and on the boy's calendar in his record book. From time to time, as the teacher visits the boy's home, the boy is given a grade on the way the job was carried out. This is also entered on boy's and teacher's records. At the end of the year the teacher and boy have a definite check on each job and the work can easily be graded. The boy

PART OF STUDY CALENDAR OF W. R. JOHNSON, FIRST YEAR

1,080 points—1933

SCORES

NOVEMBER		DECEMBER, 1933	
Planning	Doing	Planning	Doing
Perfect Score	Score Made	Perfect Score	Score Made
1. Field select seed corn for my crop in 1933 selecting corn from father's.....	8	8	
2. Storing seed corn.....	5	5	
3. Plant fall vegetables in home garden.....	8	10	
4. Care of garden and getting in shape for spring planting (cover crops, manure).....	5	5	
5. Make plans for keeping records on my enterprises, corn, peanuts, poultry	10	10	
6. Caring for tools, and using	5	5	
Total.....	66	73	

participates to some extent in the grading.

Results

If each boy in the class makes out a calendar by months, as described for this own peculiar situation and to meet his own educational needs, it is apparent that it would be impossible for the teacher through group instruction to teach the jobs confronting all members of the group. In Eastern Virginia in the typical class there are two to four times as many jobs needed as can be taught in any one year. If the teacher holds a group of 20 boys on a certain job or problem in which only 4 boys are interested and need the information, the instruction for the one to three days is not very efficient for the other 16 boys; it must go on cold storage. With individualized instruction each boy needs all of his time to plan how he can best meet his own situations, his own jobs, his own problems. Most of the teachers say that where a boy has a supervised farm practice program equal in value to the "standard program" it keeps the boy hustling throughout the year to thoroughly plan each job to be done.

Each teacher is aiming at 100 per cent efficiency in his teaching. He realizes that in order to even approximate this ideal he must have every boy working on an actual situation calling for a job or problem which must be met very shortly by the boy. If a boy studies some problem and does not put the information to actual use, it is soon forgotten and there is little at stake to challenge the best of careful thought. This is "informational agriculture." Why study theoretical problems, jobs of general interest or of "possible" need when every boy with a real farming program has so many specific situations to be met? If the boys do not have real supervised farm practice programs which entail real situations from day to day, then this scheme of individualized instruction is not so effective. Instructors had to eliminate a few town boys and those boys without facilities. For such boys "informational agriculture" may be best. (Individualized instruction must be *self-propelling*. A meager supervised farming program will not challenge the maximum of interest and effort necessary to individual drive in this scheme of instruction.)

Individual Instruction Made Necessary by Real Supervised Farming

In order to meet the above situation and help each boy meet his own situation to best advantage, the teachers of agriculture in Eastern Virginia have modified their former system of group instruction, and have devised a system that is generally known as *individual instruction*. Instead of having all the boys working on the same job at one time, as formerly, the large group is broken up into smaller groups of boys who have similar problems and who can work upon them at the same time. Practically all of the time of a boy is now spent on planning his supervised farm practice. This was something we had been talking about in Virginia since 1917, but we made little progress as long as we stuck to group instruction.

Instead of the teacher coming to class now with a nice little lesson plan with 10 minutes allowed to review, 15 minutes to motivation or "selling the idea," 10 minutes for initiating an analysis of job, 30 minutes for supervised study, and so on, he now comes into class armed with an actual knowledge of the "situations" confronting each member of his class. He must know the home conditions of every boy in the class, particularly as they relate to each boy's program. He must have some semblance of a plan worked out in his own mind as to how each boy can best meet his "situation." In order to reach the last-mentioned requirement, the teacher makes use of all the various teaching devices—field trip, laboratory exercise, motivation, discussions, lectures, supervised study, job analysis, demonstration, etc.

The Teacher's Program

It will be seen that the teacher's job now is to guide each boy in making the best possible plan for each job or problem confronting him. There are, we will say, 20 boys in the class. These boys have probably 95 actual jobs or problems to be met during the month. The first procedure of the teacher by the first day of November is to look over the study calendars of all the boys in the group, and list the jobs to be done and the names of boys who are confronted with each job. His list for November would be something like the following:

- 7 boys—Plant fall garden (boys listed by name.)
- 12 " —Field select seed corn.
- 12 " —Store seed corn.
- 12 " —Make plans for keeping records on enterprises.
- 12 " —Caring for tools and how to use them.
- 4 " —Field select peanut seed.
- 7 " —Harvest peanuts.

CLASS MANAGEMENT IN INDIVIDUALIZED INSTRUCTION

Most of the teachers in Eastern Virginia have a conference table at the rear of the room. There groups of boys are called who have similar jobs to be dealt with during the month. Together they set up their job study outline (sometimes called contract) for planning their job. Supposing the group had the job of "Selecting the Breed of Hogs," the following job outline might be worked up on the blackboard:

The Situation—Each boy would state his own situation. "I am taking agriculture for my first year. Hogs are important in my type of farming. I expect to sell live hogs in Richmond and dressed hogs in Smithfield. I want to start with a definite breed and to improve that blood. It must meet my own needs and meet the demands of these two markets."

Factors to be considered by each boy in making his decision as to best breed would then be determined by the conference group. (Sometimes this is entitled "Things to be done." Editor.)

- A. Statement of extent to which I expect to develop my hog enterprise.
- B. Kind, size, and quality of hogs desired by Smithfield market.
- C. Kind, size, and quality of hogs de-

sired by Richmond market.

D. Breeds found in my county, and extent of each.

E. Breed preferred by my father, and kind we now have at home.

F. Breeds agriculture boys got last year, and per cent of each breed.

G. Breeds favored by other members of my class.

H. Characteristics of each breed as regards:

Quality of meat; size of litters; rate of growth; color; ability to use waste; health tendencies; cost per pound of meat.

I. Cost to me as 10-weeks-old gilts for each breed.

J. Percentage of each breed in Virginia.

K. Breed recommended by teacher, county agent, experiment station, best farmers in the community.

L. Nearest and best place to get a good gilt of each breed.

While the teacher of agriculture is helping the group set up the above job study outline, certain information might be given the group direct. Such help would be given in the event it took too much time and trouble for the student to get it. This would also be true where the information required was not in printed form.

Each individual in the group has now received sufficient directions for studying the job. The group go to their own seats and work up the information desired on which to base their decisions. It is, of course, possible and sometimes desirable to help the group set up several job study outlines before they go back to their desks.

The teacher would then meet another group. As a job study outline is set up for each group, the teacher checks it off on his monthly list.

By this time probably one of the groups has completed its job, and each boy has made his tentative plan. One of the boys, perhaps the first one ready, will write his plan on the blackboard for the job or his decision on the problem. At the first opportunity the teacher would call this group to the conference table to discuss their plans. This gives the teacher a chance to "throw in" anything the boys may have missed. It gives him an opportunity to get any of the boys back on the right track in event they have gone astray in their reasoning. New points would be brought into the discussion which might have a bearing on the final decisions each boy had made tentatively. The plan on the board could be checked by the group. Now with improvements made, each boy would then write his final plans, with reasons, on his job study sheets under the heading "Procedure I Will Follow." As soon as this is checked by the teacher, it is copied into the record book.

The Study Form Employed

For convenience in working up the "job study outline" or "contract" the teachers use a special form 11 x 17 inches in size. This sheet has three columns as follows:

Factors to be considered—	Information	Procedure I will follow
Things to do		

These job sheets are kept together

in booklet form, and take the place of the regular notebook. They are used from year to year for study. They are used by the boy in revising his plans in succeeding years.

It will be evident that the teacher must spend most of his time at the conference table either in starting groups or in completing their work through group discussions on "the procedure to follow." During the rest of the time, he will be grading plans and helping individual boys. His position is much like that of the one-room teacher, handling six or seven grades at one time. If he is efficient, alert, and prepared to take advantage of every opportunity offered, he can accomplish much.

In copying plans in the record book, from four to ten lines are left between each planned job. In this space after the job has been done at home, the student shows just how he actually did the job. If he did not follow the plan, the change is noted with reasons. This aids the teacher in grading the "doing," and forms a permanent record of the boy's work.

Advantages of This Scheme

1. It allows each boy to devote practically all of his time to studying and planning to meet his own jobs and problems.
2. It places the boy more upon his own responsibility.
3. It develops the boy's ability to "think" for himself—to make his own decisions.
4. It encourages the boy to use his "initiative."
5. Instead of working to store up information, the boy's thinking is directed to his own specific situation. This is life. The boy is working on an actual situation and not a hypothetical one.
6. The boy is taught to make the best of his situation and to utilize what he has around him.

The above system is giving excellent results in Eastern Virginia where it has been used by the 26 agriculture teachers for the past two years. Definite 4-year training programs have been set up by the boys. Probably 70 per cent of these boys are taking their programs seriously and mean business. The scope of enterprises has been increased, especially in the third and fourth years. The number of enterprises carried by each boy has been increased 50 per cent. Plans for carrying their enterprises have been improved greatly, and their record books are being used properly for the first time. Disciplinary problems in the classroom have practically disappeared. Each boy comes to class with real problems to solve. Consequently his interest in his work is all that we could ask.

Teachers in Eastern Virginia are getting their greatest satisfaction out of the fact that a number of their boys are now really planning to be farmers, and these boys are working toward definite objectives at the end of their fourth year in agriculture. It is not unusual now to talk to a boy and have him say he expects to be a farmer, and that when he graduates he expects to have a poultry flock of his own along with feed and cash crops and housing.

Eaton Conducts a Class Project in Hogs

J. W. CRIST, Member of Eaton, Indiana, Vocational Agriculture Class

IN the fall of 1933 the Eaton, Indiana, animal husbandry class of 22 boys decided to buy some hogs to feed and later butcher and sell at retail prices. In October the boys purchased four shoats. These hogs were kept in a lot prepared for the purpose by the class near the school ground. Each boy took his turn in caring for them. The hogs were kept on full feed of corn and tankage. They weighed 145 pounds at the beginning and 285 pounds at the close of the feeding period. The day the hogs were butchered, the total cost to the class amounted to \$3.80 per hundred pounds live weight, and the market price was \$3.10. This would have resulted in a loss of 70 cents per hundred pounds if the hogs had been sold on the market. However, the hogs were taken to the home of one of the members of the class and butchered.

The class did the killing, sticking, scalding, dressing, cutting, trimming, making the lard and sausage, and retailing the products. In the end, after all expenses, including the processing tax, were paid, the hogs made a net profit of \$22. This project gave the boys practical experience and a good interest on their investment.

Eaton High School Poultry Class Project

JAMES HIATT, Eaton, Indiana, Vocational Agriculture Pupil

EARLY in October 1933 the class studying poultry decided to purchase either White Leghorn pullets or yearling hens for a class project. On October 27 we purchased 66 yearling White Leghorn hens for 35 cents each or for a total of \$23.10. Each boy of the class was to put in \$2. If the boy did not have the money for his share, he could get a loan from the F. O. B. treasury for his share of the chickens and the feed. The F. O. B. is the local agriculture club known as "Farmers or Bust."

Seventeen members of the class and our supervisor, W. A. McKinzie, paid for a partnership interest in this project. Each of the boys took care of the chickens one week.

We fed the hens a mash of 100 pounds of bran, 100 pounds of middlings, and 75 pounds of meat scraps. This mash was before them at all times. In the evening we fed a scratch grain of 300 pounds of corn, 200 pounds of wheat, and 100 pounds of oats, at the rate of 12 pounds per hundred hens or about 8 pounds per day. We used lights, which came on at 2:30 in the morning and were turned off at about 8:00 in the morning. We also kept water before the birds at all times.

About the first of December we started feeding some garbage from the school cafeteria. It seemed to make the eggs taste of the garbage, and so we had to replace 6 dozen eggs which had been sold before we discontinued this feed.

We had our chickens 125 days, and during that time we sold 137 dozen eggs at an average price of about 25 cents

per dozen. On March 3, we sold 64 chickens at 55 cents apiece. There was a loss of two hens during the project.

The following is a summary of the feed costs and the receipts.

Mash costs, 1100 pounds.....	\$15.32
Grain costs, 1080 pounds.....	10.93
Cost of chickens.....	23.10
Cost of straw.....	1.77
Miscellaneous expense (clock, lights, salt, epsom salts, and use of car).....	3.88
Depreciation on equipment.....	3.33

Total cost \$58.33

Receipts

Eggs	\$33.75
Prize money.....	.75
Hens	35.20
Feed	7.12

Total receipts..... \$76.82

This gave a profit of \$18.49.

A Method for Determining the Division of Pigs in Partnership Sow and Litter Projects

BOYS are often interested in raising hogs. For the most part, these boys are interested in securing as well bred hogs as possible, with the smallest cash investment. Often a breeder of hogs will enter the picture with a partnership proposition. The question arises as to the fairness of any such deals. The following method can be used in determining their fairness. The contributions of each party to the agreement furnish the basis for the division in the following manner. Assuming that the sow is worth \$15 and that six pigs are raised per litter:

Death loss and depreciation charge on the sow at 17 per cent	\$2.55
Interest on the value of the sow at 8 per cent.....	1.20

Total contribution of the owner of the sow..... \$3.75

1. Feed for the sow for 6 months: 10 bushels per sow and 2 bushels for each pig until weaning time (12 bushels) or a total of 22 bushels at 40 cents, \$8.80.
2. Most litters are farrowed before pastures get good. As a consequence, we may consider the sow and litter on pasture but one month at 75 cents per sow and litter per month. 75 cents.
3. Should an allowance of 54 pounds of tankage for a sow and her litter be made, a charge of 94 cents will be necessary when tankage sells at \$30 a ton.
4. Shelter charge, \$1.
5. Twenty-eight hours of labor per sow and litter should care for them until weaning time. At 20 cents an hour this equals \$5.60.
6. Total contribution of boy, \$17.09.

Of the \$20.84, total expense of the litter, the boy has made \$17.09, or 82 per cent, and the owner of the sow, 18 per cent. The pigs should be divided on that basis, if possible. In practice, the nearest approach is one pig out of six, or one from each litter. Any values may be substituted and the same method used. L. B. Snyder, Instructor in Rural Economics, Nebraska.



Future Farmers of America



BOOKS FOR FUTURE FARMERS

Editor's Note: We have asked Dr. L. E. Jackson of Ohio State University, to prepare for this magazine a series of write-ups of books which Future Farmers should read. No one in the country is better qualified to do this than Dr. Jackson. He has long been interested in the subject. All of the books mentioned in this series are suitable for the Future Farmer library. The two books here presented are the first of the series.

As the Earth Turns

GLADYS HASTY CARROLL
The Macmillan Company, 1933

HOW would you like to live for a year upon the Maine farm of Mark Shaw? Live with Mark and his family "As the Earth Turns" and brings successively the seasons we call Winter, Spring, Summer, and Fall.

"Outside the house it was storming, a busy downfall of flakes . . ." begins the story, and of course one can guess that this interesting novel begins with winter and by the time the story is completed it is winter again.

Every F. F. A. member interested in people and farming upon reading this book certainly would experience the joys and sorrows revealed as the characters live the year through.

There is Mark Shaw, a frugal, quiet, determined Maine farmer who swears by cherry bark tea and rather depends "on the sign" to sow and reap. Minnie Foote his first wife has been dead some years when the story begins. George, Ralph, Lize, Ed, Jen, and Ally are children of this union. Seven-year-old John is the son of Cora Webster, the second wife, and Ben and Lois May are her daughters by a former marriage. Here are enough characters for a complete story, but earlier George has found Mil and already a sizable family lives on a farm not far from the home place. Margaret teaches school in the community, but before the year is over Ed Shaw persuades her to let the school board hire a new teacher. The Shaw family have interests in places which seem far away to them, for Ralph Shaw ran away from home and when he returns during the year of the story for a visit, the droning of a motor high in the air announces his arrival and there is a rush to the pasture to see him come down. Lize and Lois May work in the city and become but holiday visitors at home, breaking the old fashioned home ideas of manners and customs with their city ways. Ally is making his mark at college, and the folks at home know that he is doing wonderful things but do not quite understand just what they are.

A new family moves into the neighbor-

hood, and my what a wagging and clacking of tongues when it is discovered that the Janowskis are not only Polacks but are planning to live in a barn until a house can be built. The Yankee neighborhood wonders about "taking up with such." Stan Janowski, however, wins his way into the life of the community and into the heart of, but wait let's not tell just yet.

Add to this the "goings on" of a community made up of Carpenters, Lords, Hales, Forrests, Austins, Jellisons, Grants, Walkers, the church, the school, and truly et cetera, and one needs little imagination to understand the great number and succession of events that mark winter, seed time, and harvest. Love, happiness, sorrow, tragedy, sadness, marriages, births, funerals are the life of the community.

And now let us tell about Jen, the most adorable character portrayed by the author. Would that every Future Farmer could find a Jen to be his life partner. Jen is the first character to be introduced into the story, and what an interesting part she plays. Everyone depends on Jen, and Jen knows how to manage people. And then there is Stan and Jen, but that would be telling. Why not read the story and be thrilled by the final scenes the author portrays and enjoy the Christmas spirit, for it is Winter again and Christmas when the story leaves one to his memories of new acquaintances in *As the Earth Turns*. —L. E. Jackson.

Men of Earth

RUSSELL LORD, Longmans, Green and Co., 1932

FIRST in this book is Pierre Lafargue, a French peasant. It takes him three hours to grow and reap each bushel of wheat. He puts a hawthorn cross on his straw stack to protect it from lightning. He believes that if cobwebs are swept from the barn at any other time than on New Year's Eve, the Wolf of Garonne will come, even through keyholes, and do evil to all in that house."

"The last man in the book is an engineer and a Master of Science. He farms with iron hands. His machines are as giants in the wheat. He can grow and thresh a bushel of wheat in three minutes, largely from a desk on which one box is marked "Incoming" and the other one "Outgoing." He believes in charts, uniformity, the magic of organization, and the beneficence of a corporate order."

In addition to these two, forty other farmers or "Men of Earth" have their stories told in this interesting book. The farm on which Pierre Lafargue, the French peasant, now lives has been

in the Lafargue family since 4 years after Charlemagne became king of the Frankish kingdom. Who can tell the date without a history book? The date, A. D. 772. Think of living upon a farm where one's family ancestors have held possession for 1,162 years. This is but one of the many interesting facts available to the reader as he journeys through chapters telling of "Farmers of the Far Background," "Pioneers," "Guardians of Herds and Flocks," "Breeders of Beasts," "Breeders of Seed," "Keepers of Groves and Gardens," "Soil Builders and Managers," etc. From the titles of these chapters is it easy to see that anyone interested in farming would have a good time reading this book? —L. E. Jackson.

Indiana State Farmers and American Farmers are Farming

W. A. SMITH, State Adviser
THE Indiana Association of Future Farmers of America takes pride in the number of its State and American Farmers now farming. Previous to the awarding of Hoosier Farmer degrees (the State Farmer award in Indiana) in the recent state convention, there had been a total of 32 such awards made since the chartering of the State Association in 1929. Of this number 18 are now farming; 4 others are enrolled in the School of Agriculture at Purdue; and 4 are completing their last year in high school.

Of the four Indiana F. F. A. members who have achieved the distinction of the American Farmer degree, two now are farming for themselves; one is in his senior year in high school but with definite plans for farming next year; the other is complementing his fourth year of training in the School of Agriculture at Purdue. During all of his four years in College, he has been active in the management of the home farm. In his case the farming operations begun through supervised farm practice have continued as a means of financing his college training.

Sixth Annual State Meeting of Future Farmers of North Dakota

FOR the sixth time since its organization, the North Dakota Association of the Future Farmers of America has just completed its annual meeting of delegates, election of officers and State Farmers, and its Public Speaking Contest, in connection with the May Festival and Vocational Judging Contests. All but one or two chapters in the state were present and took part in the events.

The State Farmer Degree was awarded to nine members whose record of accomplishment in school and in farming were most outstanding. Gold State Farmer Keyes were given to each. Honorary membership and gold State Farmer Keyes were given by the State Association to:

Edward H. Jones, Professor and State Supervisor of Agricultural Education, North Dakota Agricultural College.

Kenneth McGregor, Farmer and Manager of the Hartley Farms, Page, North Dakota.

Nine Future Farmers took part in the Public Speaking Contest. Gold, silver and bronze medals were given the first three winners.

Judging Contests

Wm. A. Broyles Chapter, Park River, won the sweepstakes award for all classes of grain and livestock and was high team in crops judging.

Williston Chapter took first place in livestock judging, thereby earning the privilege of representing North Dakota in the national vocational contests to be held at Kansas City next fall.

Earl Carpenter of Williston Chapter was high point individual in livestock, earning for his school for a year the Bronze Bison presented by the Saddle & Sirloin Club.

Dale Brindle of the Hazelton Chapter won for his chapter the Bronze Bison presented by Alpha Zeta to high individuals in crops judging.

Obert Walseth of Kenmare Chapter was high man in poultry judging, taking the Bison Trophy presented by Alpha Gamma Rho.

F. F. A. Chapter at Sargent, Nebraska Conducts a Local Public Speaking Contest and a Three-Act Play

THE F. F. A. Chapter of Sargent, Nebraska, has been unusually active the past two years with its total membership of 48 paid members and its large program of work. The boys so far have supplied eats at all of their monthly meetings, which have been attended by an average of over thirty members. Speakers and other educational features are secured for each meeting in addition to the games and other items of entertainment. The boys have found a Kangaroo court helpful in adding amusement and in handling cases of discipline.

The local public speaking contest, which was entered by every boy in the agriculture department, proved to be one of the most successful and worthwhile features that the boys have accomplished. This was handled as part of the regular class work and was one item in the chapter's program of work. Each class member prepared a talk of about ten minutes in length. Five of the best talkers were elected from the department by the boys, and the final part of the contest was held before the high school assembly with these five boys participating and the committee of three faculty members serving as judges for the contest. Donald Leibert, the boy who won first with "What is the Corn and Hog Farmer's Road to Recovery" as his topic, will represent Sargent in a

district public speaking contest and in the state contest at Lincoln, Nebraska.

The Sargent Chapter also conducted a carnival and presented a three-act play for the purpose of financing the annual judging trip to the state contest at Lincoln. The chapter cleared approximately fifty dollars. Twenty booths and sideshows in addition to the three-act play, "The Dutch Detective," featured the evening. A grand prize of an Indian blanket was given to the holder of the lucky entrance ticket, and a carnival king and a carnival queen were crowned.

Editor's Note: Since this article was written, the Sargent boys have won the Nebraska Best Chapter Contest and the state livestock judging championship.

F. F. A.'s Work on Committees

AT Newton, New Jersey the boys appoint committees whose members develop and carry out plans for the various F. F. A. activities. The list of committees for 1933-34 are: Supervised Practice, Cooperative Activities, Community Service, Leadership Activities, Earnings and Savings, Conduct of Meetings, Scholarship, and Recreation.

Tony, Wisconsin, Seniors Camp

THE senior Future Farmers of America of Tony, Wisconsin make an annual river trip down the Flambeau each summer. Last summer L. M. Sasman, state director of vocational education and state adviser; I. O. Hembre, instructor in vocational agriculture; and I. M. Bergstrom as a river guide, accompanied the boys. The outing included three and one-half days, camping the first night at Babbs Island underneath the large virgin pines, and putting in the river early Tuesday morning. Lunch was enjoyed the first day, as well as some real thrills fishing at Porcupine Rapids, an excellent campsite. Tuesday night the group stopped at Ferndale, a hunting lodge, to enjoy a hearty meal of fish. Wednesday several thrills were experienced in making some of the roaring rapids of the river, as well as in catching the only "Musky" of the trip. Wednesday evening was spent at "a buck a day" cabin, another hunting lodge, and another good meal of fish was enjoyed. The "Musky" added flavor to the Bass which completely satisfied all the hungry appetites in the party. Thursday every one in the party made the two most thrilling rapids of the Flambeau: the first, Pitch of Cedar, and the Beaver Dam Rapids. The trip finished at the Big Falls plant Thursday p. m. at 4:30.

The Tony Chapter invites other chapters to make this trip, and will, if de-



How would you like to be on the beautiful Flambeau in Wisconsin?

sired, furnish one of the boys who has made the trip as a guide. Any chapters interested are asked to write to the Tony Chapter of the F. F. A. or to I. O. Hembre, vocational agriculture instructor, Tony, Wisconsin.

Tennessee F. F. A. Leads the Way in the Production of Improved Varieties of Corn

FRATE BULL, District Supervisor of Vocational Agriculture, Jackson, Tennessee

F. F. A. chapters in Tennessee are leading the way in the production and distribution of varieties of corn recommended by the State Experiment Station. A number of chapters are working in cooperation with the State Crop Improvement Association, and representatives of this association inspect fields and certify growers of recommended varieties of corn and some other crops. Forty percent of the names of the certified corn growers in the state are names of F. F. A. chapters.

Some of the outstanding benefits the boys are getting from the growing of certified corn are: (1) They are developing a habit of growing better corn; (2) they are producing more corn per acre; (3) they are getting farmers in their communities and counties to plant thousands of acres to better varieties of corn; (4) they are receiving better prices and have more sales for seed corn; and (5) they are learning to cooperate.

The Peabody Chapter, Trenton, Tennessee, under the supervision of F. G. Sorrells, teacher of agriculture, started this movement. This chapter has been growing, showing, and selling certified corn for five years. Thousands of acres have been planted to better varieties as a result of the work of this chapter. The boys have sold hundreds of bushels of certified corn in Tennessee, Arkansas, and Mississippi.

The Future Farmer corn shows at the State Fair at Nashville and the Mid-South Fair at Memphis are largely responsible for the interest the boys have had in the growing of better varieties of corn. These corn shows were started several years ago through the efforts of D. M. Clements, State Supervisor of Vocational Agriculture in Tennessee. Mr. O. W. Dynes, Head of the Agronomy Department of the University of Tennessee, has led the way in the certification work and has caused much improvement in the corn shows.

The Relation of the Agriculture Instructor to the F. F. A.

S. A. HOLDRIDGE, Madison and Guilford Chapter, Connecticut

COUNTRY life today needs men of initiative, ingenuity, and efficiency. There is an increasing demand for a virile rural leadership. This leadership should point the way towards a sane and stable economic condition. It should be equipped with a thorough understanding of the ever-developing scientific practices in the field of agriculture and related sciences. This leadership should go much further. It should make country life essentially an adventure in a way of living. This leadership should instill those qualities which will help in meeting, squarely, the exigencies of life. It should challenge the initiative

and broaden our horizons and thus help in the restoration to America of certain sound qualities which have made it unique among nations.

I believe that the instructors in vocational agriculture have a greater opportunity than any other group to teach by precept and example those fundamentals essential to a wise, intelligent, and sympathetic leadership. I further believe that these objectives can more effectively be obtained thru the organization known as the Future Farmers of America. It should be taken for granted that all instructors have a fair knowledge of the practices and skills they are called upon to teach. They should have reasonable skill in the technique of conveying these things to their students. If they do not, and show little evidence of acquiring the knowledge and technique, then they should be dropped from the ranks. Teaching rural youth is too serious a business to have it handled by poorly equipped and inefficient men. In other words, a student should be able in the classroom and the laboratory to acquire those skills and facts which would aid him in making managerial judgments. This instruction will go a long way in helping make him a skilled farmer. But today the world has an abundance of men who can produce more than the world needs. Therefore, it seems to me that thru the medium of the F. F. A. we agriculture teachers have the opportunity to inculcate into the minds of the rural youth of this country those ideals which will make them sturdy, happy, and contented citizens.

The instructor should constantly refer to the purposes of the organization. He should be ever questioning himself and his program to see if he is instilling a love of country life into the students, to see if he is cooperating with other teachers and with other worthwhile school and community activities, for I do not believe students can be taught cooperation among themselves unless they observe the same qualities practiced by the one who is trying to teach it. Putting on exhibits, Father and Son banquets, buying seed, contributing home-grown produce to the needy in the community are all important activities that may be carried on thru the F. F. A. Boys not only learn to cooperate, but they become more enthusiastic and show more confidence in themselves and their work. Endeavoring to qualify for advanced degrees, such as State Farmer and American Farmer, increases their general scholastic standing. It broadens their horizons. It enables them to make contacts with the world outside their own communities. If the purposes are constantly kept in mind and a chapter is active, then something is being done to the student, which, if it doesn't make him a leader, will make him a follower who will be able to choose a wise and conscientious leader.

Kiwanis Invites F. F. A. Officers to Dinner

THE Mineral Point, Wisconsin, F. F. A. officers were recently invited to a dinner sponsored by the local Kiwanis who gave 25 minutes of their regular discussion hour to the boys, who

explained the F. F. A. idea. The following program gives an idea of how the 25 minutes were used:

1. Regular official opening of the meeting

2. F. F. A. Creed, recited by Paul Gevelinger

3. Yearly program of work, read by Gilbert May

4. Instrumental music by Gilbert May

5. Several articles were read from the State News Letter by Robert Martin, to give an idea of what the State News Letter is

6. Closing of the meeting

7. F. F. A. History, read by Raymond Dunn

The program was a success, judged by the long discussion which followed.

Home and Community Beautification as an Objective of a Future Farmer Chapter

MARVIN DALYRIMPLE, Reporter,
St. Cloud, Florida

HOME and community beautification has been one of the objectives of the Future Farmer Chapter of St. Cloud, Florida, for the past three years. During that time, members of the chapter have cooperated with the mayor, city commissioners, and civic organizations in putting on and carrying out a beautification program that has resulted in the planting of more than three thousand trees and shrubs in St. Cloud and other parts of Osceola County.

The Future Farmer Chapter has grown and supplied plants for all the schools in the county, and has put on a planting demonstration when requested. These plants were grown on the school plot, a part of which is set aside for such work.

Beautification work is not confined to the schools but has consisted of the planting of approximately three miles of streets and highways, city parks, and assisting home owners in beautifying their homes.

The accompanying picture shows the members of the St. Cloud Chapter busy at work setting grass and aiding in beautification work in the new city park. Such work as this gives the young citizens of the community civic pride and practical experience that are both profitable and pleasurable.

The training and experience that the members of the chapter have had in beautification has enabled them to give suggestions and aid to their parents in beautifying their own homes. Some of these boys have been employed as caretakers of properties in the absence of the owners. Altho this work is done un-



*Future Farmers aid in beautifying
a new city park*

der the supervision of the agriculture teacher, the boys realize some financial returns from their work and gain confidence in their ability.

R. L. Cunningham, teacher of vocational agriculture in the St. Cloud High School, has found that interest in home and community beautification has increased greatly since this type of work was begun. The interest shown has resulted in the teaching of two evening classes in home beautification.

Union Pacific Scholarship Awards

CARL HOWARD, State Supervisor, Wyoming

PRESIDENT C. R. Gray of the Union Pacific System, has again awarded five scholarships in the College of Agriculture of the University of Wyoming to the five vocational agriculture boys who ranked highest in supervised farming in the counties traversed by the Union Pacific lines.

Commenting on the record books completed and sent in by vocational agriculture boys, he stated that "these books are unusually neat and complete, and you and your associates are to be congratulated on the excellent selections made." In one case Mr. Gray stated, "His records are as complete as any which it has been my pleasure to review."

Each of the five boys to receive the \$100 award planned in their agriculture classes the activities which resulted in the awards. The supervised farming was carried on under the supervision of the teacher of vocational agriculture. Accurate records and accounts were kept, and a summarization made to show production costs and labor incomes.

These boys were selected, one to each county, by local people in the county. The county superintendent of schools, county agricultural agent, and a third party agreeable to these two served as a selecting committee.

Forty-five percent of the award was based on the supervised farming done by the boy. How well it was planned, how well the plan was executed, the amount of work done, the income derived from the supervised farming, and the benefit to the boy were all items considered.

Thirty-five percent of the award was on the basis of scholarship and school leadership.

Twenty percent of the award was on the basis of character, interest, leadership, honesty, uprightness, ambition, and kindred traits.

These awards have been made annually since 1926, and President Gray derives a great deal of interest in following the careers of the boys who have won his scholarship awards.

What a Farm Boy Thinks of the Importance and Value of Being a Member of F. F. A.

CARL CAMENISCH, President, Stanford Local Chapter of F. F. A., Stanford, Kentucky

AS IT IS nearing the end of my high school days, I should like to give my impression of Future Farmer work. First, I wish to say that I have had the opportunity of belonging to the organization for the past three years, and

the only reason I have not been a member for four years is that our agriculture department did not have an affiliated chapter the year I was a freshman.

The idea of belonging to some organization appealed to me, and when it was explained by my adviser that the "grades of membership" in the organization could be attained by merit, this made me feel it was an honor to be a member. To me the fact that a boy begins as a "Green Hand" and must meet certain requirements in order to achieve a higher ranking and then reach the coveted honor of wearing the "Gold Key" made me feel, and I think other boys too, that F. F. A. is more than just another organization to which anyone can belong.

To me, some of the things that create interest in F. F. A. work are: Opportunities afforded in various contests, participation in regular meetings of the local chapter, trips in and out of the state, attending state and national conventions, reading articles about things F. F. A. members do in other states, sponsoring chapter activities, achievements of various members in my chapter, and last, but not least of importance, an interested adviser.

Some boys say that they cannot raise their dues. Well, to me, a quarter could hardly buy as much real worth in anything else as one year's membership in our state and national organization.

Although the most valuable thing about being an F. F. A. member is not measured in dollars and cents, the financial side is not to be overlooked, and I think there is hardly a chapter in which its members try but what they get more out of the organization than the amount of the dues they pay.

I hope that my experience in F. F. A. work may in some way impress upon other boys who study vocational agriculture the importance of belonging to that great legion of farm boys, the Future Farmers of America.

Statement by George Letton, Carl's Local Adviser

Carl was a member of the state champion livestock judging team in 1932, was secretary of the local chapter in 1932, won second in state public speaking contest at last state convention, holds the State Farmer degree, and is secretary of the State Association. He is president of the dramatic club. He has as his projects hogs, jersey cattle, and Serica. Carl hopes to be a candidate for the American Farmer degree this coming fall.

From the Field—Greenville, New Mexico

As a part of our F. F. A. program of work our chapter planned a high school party. The boys brought two seventy-pound shoats and roasted them and served hot chocolate and cake with the roasted pork. Most of the high school was out, and we all had a good time. The entire school enjoyed our first social. We have accomplished our entire program with the exception of our spring outing and the Father-Son banquet, and we are reasonably sure of the spring outing.

Tune in on The National F. F. A. Radio Program July 9.

Our Cover

(Continued from page 2)

for vocational students, and prizes were given by the Chilean Nitrate of Soda Company. Sosebee had built up a piece of land with legume crops with the result that he made the highest yield at the lowest cost and won the first prize of \$100 cash.

Sosebee was president of the Epworth Furure Farmer Chapter one year and was a successful leader. Although away from school during the past four years, he has kept his dues paid and has continued to boost this organization. He said, "I have been accustomed to hard work all of my life and I have found that hard work properly directed brings its rewards. I am grateful for what the department of vocational agriculture at Epworth Seminary has done for me."

Part of Mr. Sosebee's time is spent in teaching in a rural school near his home. He instructs a class of boys in agriculture each year in the way he was taught, and he requires them to have farm projects which he visits.

While in communication with Director Paul W. Chapman some years ago, Sosebee asked him if there were any libraries of appropriate books for farm boys to read. As a result of this question Mr. Chapman started an inquiry which resulted in the establishment of libraries for farmer boys all over the country.

Through careful selection Sosebee has bred up a high-yielding variety of corn which is named "Sosebee Corn." A separate area is planted to the best seed selected each year.

Realizing the need for a better system of storing potatoes, Sosebee is building a community storage house on his place this year.

Mr. Sosebee has a wife and small family. They live in a new home he has built. He is anxious to equip this home with the modern conveniences as he becomes able to do so.

He is considered a progressive farmer and is a highly respected citizen of his community.

Quotations from Noted Educators on Vocational Education

(Continued from page 7)

measure in which it equips individuals to engage in the activities of life with effectiveness and satisfaction.

Page 65. In general in the junior high school period the subjects from which to select should represent activities identified with the vocational fields—the professional, the industrial, the commercial or the agricultural or subjects basic to them.

C. C. Peters, *Foundations of Educational Sociology*

Page 92. Our educational system is not democratic until we provide optimum training facilities for each no matter what occupation he contemplates entering, provided only that it be a socially useful one. Theoretically our education is accessible to all, of course, but that is only mockery until education offered is such that all will want it.

Page 97. We must have an adequate

system of industrial and agricultural education.

Franklin Bobbitt, "National Society for Study of Education"

(The 26th Year Book, Part II. The Formation of Curriculum Building.) Chapter III.

Against general education of human beings as such, there is a specialized training for efficiency in performing the activities of some occupation. Each occupation demands its separate and special curriculum.

Wm. H. Kilpatrick, "National Society for Study of Education"

(The 26th Year Book, Part II. The Foundation of Curriculum Building.)

Page 121. In order to guide the educative process we must then, know (1) how learning takes place, (2) how learning enters life to improve it, and (3) what kind of living is good. Whatever else is to be true about the curriculum, it must fit the answer we give these questions. It must enable learning to go on best; it must carry learning efficiently into life; it must serve the right kind of life.

W. W. Charters, *Curriculum Construction* The Macmillan Company Chapters I. and II.

When the curriculum was criticised for not being being practical—the defense was that it was justified by an appeal to the doctrine of formal discipline and the transfer of training.

A safe position for investigators to take in matters concerning the curriculum is that the training of abilities should be carried on in connection with materials as close to normal situations as is possible.

Page 42. It becomes necessary for every generation to take stock of its ideals and of the activities of its people, to the end that the young may live the life which will prepare them best for participation in the work of the world.

Philip W. L. Cox, and Forest E. Long *Principals of Secondary Education* (D. C. Heath and Company)

Page 20. Even today vocational education of secondary grade under public auspices is considered a waste of funds by many. Just why this is so is difficult to understand, for it is clear that vocational education pays substantial dividends to the state even if the return to the individuals who receive the training is not considered. Unless a pupil gains a satisfactory vocational status, we can not expect him to become a good citizen. The finer things of life, the accessories, the superficial, the "cultural"—have generally come after the individual and the group have secured the necessities.

Page 557. Stanford University authorities consider that "whatever is properly a high school subject is to that extent proper and effective preparation for university study; that the high school curriculum is primarily a subject for determination by secondary-school men; and that, aside from insisting upon high standards, the university should avoid all intent and appearance of dictation." Some students with as many as seven units of so-

called practical or vocational subjects have been admitted and have made good.

Pages 560-561. Articulation of the school with society does not end when the pupil finishes the secondary school or even when he drops out. Adults are attending school in ever-increasing numbers, and should the program of the high schools become available to the adult population, there is no way of estimating the number who would respond.

* * *

Douglas Fryer, "Predicting Abilities From Interests." *Journal of Applied Psychology*, Vol. II, June 1927.

Pages 212-225. The probable educational, social, and vocational futures of the pupils must be taken into consideration in building any curriculum.

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J. L. Merriam. *Child Life and the Curriculum*. World Book Company.

Page 178. It must be admitted that the schools are tardy in responding to the initial demands made by the people.

Page 287. The welfare of the society depends upon the intelligence of the masses as well as the leadership of the few; and only as the general populace is advanced does the community get satisfactory returns for the large investments in educational institutions.

Page 290. Vocational training should be selected by individuals according to interests and needs.

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David Snedden, *Sociological Determinants of Objectives in Education* (Lippincott)

Page 295. Preparation for vocational competency should rank as one of the principal aims of secondary education.

Page 304. We all believe in vocational education, but not a few of us of academic tradition still gag at realistic "shirt sleeves" grimy vocational education. Generous public support of all forms of vocational education is one of the most democratic of the ideals and aims of our age.

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Leonard V. Koos, Chicago University, *The American Secondary School* (Ginn and Company)

Page 299. It was shown in Chapter IV which dealt with aims and functions that all the authors whose statements are there analyzed, set up vocational preparation as one of the goals of the secondary school. The unanimous demand on the part of these leaders for the recognition of occupations in the training program takes cognizance of a need for vocational education. This may be expressed in a number of ways, two important ones being (1) the individual's need for a more effective means of livelihood than would be available to him without access to a vocational training program and (2) society's need for the more efficient service which can be rendered by those who have been so trained.

Page 303. From 1918 to 1923 the total expenditure under the law for all types of vocational schools, not including teacher training institutions, rose from approximately \$2,600,000 to \$15,000,000. This is nothing short of

an astounding development and justifies the more extended consideration to be accorded each of the several types.

Page 333. One of the best arguments on behalf of providing vocational education in the regular high school is that it is being done. The high school should be one of the important agencies of vocational education.

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T. B. Briggs, "The Great Investment" (*Secondary Education in a Democracy*)

The Inglis Lecture, 1932.

Page 106. The necessity of dividends to society in men and women skilled and happy in the highest vocations for which they are by nature fitted clearly points to the concern of the state with vocational education.

National Computing Card for Contests

WILLIAM A. BROYLES and NORMAN RATCHFORD, Department of Rural Education, The Pennsylvania State College, State College, Pennsylvania

Editor's Note: Professors Broyles and Ratchford of the Pennsylvania State College, have done a great deal of research in working out the computing card for contests. They now have score cards printed for public speaking, booths, demonstrations, rural school exhibits, and judging livestock. The editor asked Professor Broyles to prepare the statement here presented.

THE computing card may be used in any contest where four exhibits are involved, but it is especially made for judging contests of livestock and of agricultural and home economics exhibits such as are annually conducted by the agricultural extension service with 4-H Clubs and by the vocational education division of the state departments with the Future Farmers of America. These contests are definite plans for teaching better livestock and better products, and each contest involves large numbers of boys and girls. Since large numbers are competing, it is necessary to have a system of weighted values with a high number of points (1,000 are here used) to avoid tied scores.

The National Computing System is printed on six stiff cards 6 x 9½ inches punched for a ring book—an explanatory card, a card of the inversions of ABCD, and four other slotted colored cards of tabulated values. The computing system works similarly to a slide rule, and hence saves much time in determining the final results of a contest.

The four slotted, colored, tabular cards, each a different color, provide four separate tables of values corresponding to the nature of classes used for contests. Expert judges in selecting a class of animals or objects for a contest may select them with approximately equal gaps of difference in quality between them. For example, the first animal may have a quality of perfection of 95; the second, a quality of perfection of 90; the third, a quality of perfection of 85; the fourth a quality of perfection of 80. If the class of animals or objects for the contest were so selected, it is evident that a contestant should be cut even amounts for any adjacent inversions from the right order. It is often difficult, however, to get a class of animals or objects with equal gaps of difference in quality between each adjacent pair. From a teach-

ing standpoint, too, it may be more desirable to have one excellent animal, or object far above the other three in quality; or to have two very good specimens and two poor ones; or perhaps a very poor one is introduced. In these cases the expert judge declares a heavy penalty for inversions of the top pair, middle pair, or bottom pair, according to where the wide gap of difference is. Hence, four standard tables are made: even cut for adjacent inversions, heavy cut for top inversions, heavy cut for middle inversions, and heavy cut for bottom inversions.

The values assigned to the inversions of ABCD on the National Computing Card are true mathematical values, as opposed to arbitrarily assigned values in most of the systems now in use. Hence, contestants are evaluated with greater fairness and justice. Provision is made with the colored slotted cards to evaluate final placings and all the divisions of nearly all score cards, which can be added directly for the final placing of contestants. Ties of contestants are not likely to occur, especially when their final grade is the combination of grades from judging a number of classes.

Mid-Summer Round-Up

IT is a long stretch thru the summer vacation from June to September. Along in July the novelty of vacation wears off, and things perhaps seem to drag a little. A picnic about this time is a most welcome affair, and a desirable one insofar as the instructor is concerned. Last year we had what we termed our mid-summer round-up. F. F. A. members and all freshmen boys who were eligible to take agriculture the following semester were invited. We had almost a 100 per cent attendance. After games and a good swim at "the old swimmin' hole," a picnic supper and business meeting was called. The excellent attendance at this picnic, the wholesome fun, and the opportunity to bring the whole group together during the summer for matters of more serious nature, indicated to me that the summer picnic fills a real need from the standpoint of the boys as well as the instructor. We are having another one this July.—Robert G. Briggs, Dakota, Illinois.

The Future Farmer Book Shelf

MOST farm boys do not do enough reading, especially of the type that they should do, so this year our F. F. A. chapter has established a "Future Farmer" Book Shelf, and on it we have fifteen or twenty of the best boys' books we could find, with an agricultural background. It is the plan to add several new books each year, to keep up the interest of the boys in high class books. It has been a worthwhile project, and for next year the plan is to encourage it more than this year.—L. N. Patton, Tonica, Illinois.

We must never lose sight of the fact that the Future Farmers of America, our students of vocational agriculture, are a new generation, and like the New Year's cartoon of the "Infant 1934," they face the future, and not the past.

